

**COMPARATIVE STUDY ON LEARNING STRATEGIES IN  
DEVELOPING SPEAKING SKILLS BY ENGLISH DEPARTMENT  
STUDENTS AND NON-ENGLISH DEPARTMENT STUDENTS OF UMS**



Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

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**ENGLISH DEPARTMENT  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2018**

**APPROVAL**

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by

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## PRONOUNCEMENT

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IN DEVELOPING SPEAKING SKILLS BY ENGLISH  
DEPARTMENT STUDENTS AND NON-ENGLISH  
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Herewith, the author testifies that in this research paper there is no plagiarism of the research that has been made before to obtain bachelor degree in a university and throughout the author knows that there is also no opinion, or masterpiece, which have ever been published or composed by the author, except those in which the writing are referred in the manuscript and mentioned in the references. The author will beresponsible if there are some untrue statements in this testimony.

Surakarta, 15<sup>th</sup> of January, 2018

The researcher



Heksa Regita Pratama

A320120070

## **MOTTO**

Failure is simply the opportunity to begin again, this time more intelligently.

(Henry Ford)

The only true wisdom is knowing that you know nothing.

(Socrates)

## **DEDICATION**

This research paper is dedicated to :

My beloved parents,

My beloved sister,

His extended family,

His all friends in Muhammadiyah University of Surakarta, and

People who are willing to read this research paper

## ACKNOWLEDGMENT

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

*Alhamdulillah* robil 'aalamiin, wassolaatu wassalaamu' alaa asyrofil anbiyaa-i wal mursaliin, sayyidina muhammadin, wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du. All praise and thanks are given to Alloh SWT, The researcher can finish his research paper, as a partial fulfillment of the requirements of getting Bachelor Degree of Education of Education in English Department, entitled "COMPARATIVE STUDY ON LEARNING STRATEGIES IN DEVELOPING SPEAKING SKILLS BY ENGLISH DEPARTMENT STUDENTS AND NON-ENGLISH DEPARTMENT STUDENTS OF UMS".

In conducting this research paper, the researcher wants to express deep gratefulness in advice, guidance, help and support from many people. The researcher would like to give appreciation to

1. Prof. Dr. Harun Joko Prayitno, M. Hum., Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta,
2. Mauly Halwat Hikmat, Ph.D., Head of English Department and the consultant,
3. All lecturers in English Department of Muhammadiyah University of Surakarta,
4. Interviewees from English department students and non English department students who agreed to take part in this study,
5. His beloved Dad Mr. Heru Martono and Mom Mrs. Teguh Widiastuti for love, pray, attention and motivation to finish his research paper,
6. His beloved sister Hena Rianggun Pawestri,
7. All my friends in English Education Department,

8. All who cannot mention one by one,

The researcher realizes that this research paper has a lot of weakness. Accordingly, he hopes that this research paper will be useful for the readers who want to develop their knowledge. To make this research paper better, suggestion and criticism are really open.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk menjelaskan perbedaan strategi pembelajaran antara mahasiswa jurusan bahasa Inggris dan mahasiswa Jurusan non bahasa Inggris dalam mengembangkan kemampuan berbicara. Subyek dalam penelitian ini dari Mahasiswa Universitas Muhammadiyah Surakarta. Data diambil dari kuesioner dan interview. Dalam menganalisis data peneliti mencoba untuk mengidentifikasi strategi yang digunakan oleh mahasiswa Bahasa Inggris dan mahasiswa non Bahasa Inggris berdasarkan kerangka O'Malley. Pertama, mengklasifikasikan strategi yang digunakan oleh subjek, kedua, membandingkan strategi dalam mengembangkan kemampuan berbicara yang digunakan oleh subjek. Hasilnya menunjukkan bahwa, antara mahasiswa Bahasa Inggris dan non Bahasa Inggris memiliki persamaan dan perbedaan dalam mengaplikasikan strategi belajar. Mahasiswa Bahasa Inggris menggunakan lima belas strategi, terdiri dari Metacognitive, Cognitive, Socio affective. Di Metacognitive mereka menggunakan Directed attention, Self-Monitoring dan Self - Evaluation, Di Cognitive mereka menggunakan Repetition, Resourcing, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer, dan Inferencing, Di Socio affective mereka menggunakan Cooperation and Questions for Clarification. Mahasiswa non Bahasa Inggris menggunakan enam belas strategies terdiri dari Metacognitive strategies, Cognitive, Socio affective. Di Metacognitive mereka menggunakan Directed attention, Selective attention, Self-Monitoring, dan Self-Evaluation, Di Cognitive mereka menggunakan Resourcing, Grouping, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer, dan Inferencing, di Socio affective mereka menggunakan Cooperation dan Questions for Clarification. Dengan demikian researcher menyimpulkan hampir semua strategi belajar digunakan oleh mahasiswa Bahasa Inggris dan mahasiswa non Bahasa Inggris. Strategi yang paling banyak digunakan mahasiswa bahasa Inggris adalah note taking, translation, transfer, and inferencing. Strategi yang paling banyak digunakan oleh mahasiswa non bahasa Inggris adalah asking for clarification.

## **ABSTRACT**

The purpose of the study is to describe differences of learning strategies between English Department students and non-English Department students in developing speaking skills. The subject of the research is students from Muhammadiyah University of Surakarta. The data were taken by using questionnaire and interview and were analyzed based on O'Malley Framework. Firstly, classifying the strategies used by the subject. secondly, comparing the strategies in developing speaking skills used by the subject. The result show that, English Department students and non-English Department students have similarities and differences in applying learning strategies. English Department students uses fifteen strategies, namely Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Self-Monitoring, and Self - Evaluation. In Cognitive they use Repetition, Resourcing, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer, and Inference. In Socio affective they use Cooperation and Questions for Clarification. Non-English Department students uses sixteen strategies. They are Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Selective attention, Self-Monitoring and Self - Evaluation. In Cognitive they use Resourcing, Grouping, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer and Inferencing. In socio affective they use Cooperation and Questions for Clarification. In conclusion, almost all subjects applied all learning strategy. The dominant strategy used by English Department students are note taking, translation, transfer, and inferencing, and The dominant strategies used by non-English Department students is asking for clarification.

## TABLE OF CONTENT

	Page
<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>ACCEPTANCE .....</b>	<b>iii</b>
<b>TESTIMONY .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>ix</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>TABLE OF CONTENT .....</b>	<b>xi</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>I</b>
A. Background of the study .....	1
B. Problem Statement.....	3
C. Objectives of Study.....	3
D. Limitation / Scope of Study .....	4
E. Significance of the Study.....	4
F. Research Paper Organization.....	4
<b>CHAPTER II : UNDERLYING THEORY .....</b>	<b>6</b>
A. Previous Study .....	6
B. Theoretical Review .....	10
1. Notion of Learning Strategies.....	10

2. Type of Learning Strategies .....	11
3. Notion of Speaking Skill.....	18
4. Theoretical Framework .....	24
<b>CHAPTER III : RESEARCH METHOD .....</b>	<b>25</b>
A. Type of the Research.....	25
B. Subject of the Research....	26
C. Object of the Study .....	26
D. Data and Data Source .....	26
E. Methods of Collecting Data.....	26
F. Technique for Analyzing Data.....	27
G. Credibility of Data.....	28
<b>CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....</b>	<b>29</b>
<b>A. Research Finding.....</b>	<b>29</b>
1. The Strategies used by English Department Students.....	29
2. The Strategies used by Non English Department Students.....	38
3. Similarities / Differences of the learning strategies used by English Department students and non-English Department students of UMS in developing speaking skills.....	46
B. Discussion.....	48
<b>CHAPTER V : CONCLUSION, IMPLICATION AND SUGGESTION.....</b>	<b>51</b>
A. Conclusion.....	51
B. Implication to Learning Process....	52
C. Suggestion.....	53
<b>BIBLIOGRAPHY....</b>	<b>54</b>
<b>APPENDIXES... ..</b>	<b>57</b>